

1993 Montana State Plan



MIGRANT EDUCATION

Nancy Keenan, Superintendent
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ANNUAL MIGRANT PROJECT APPLICATION

AUTHORIZED UNDER

CHAPTER 1, PART D, SUBPART 1

SECTIONS 1201-1203

OF

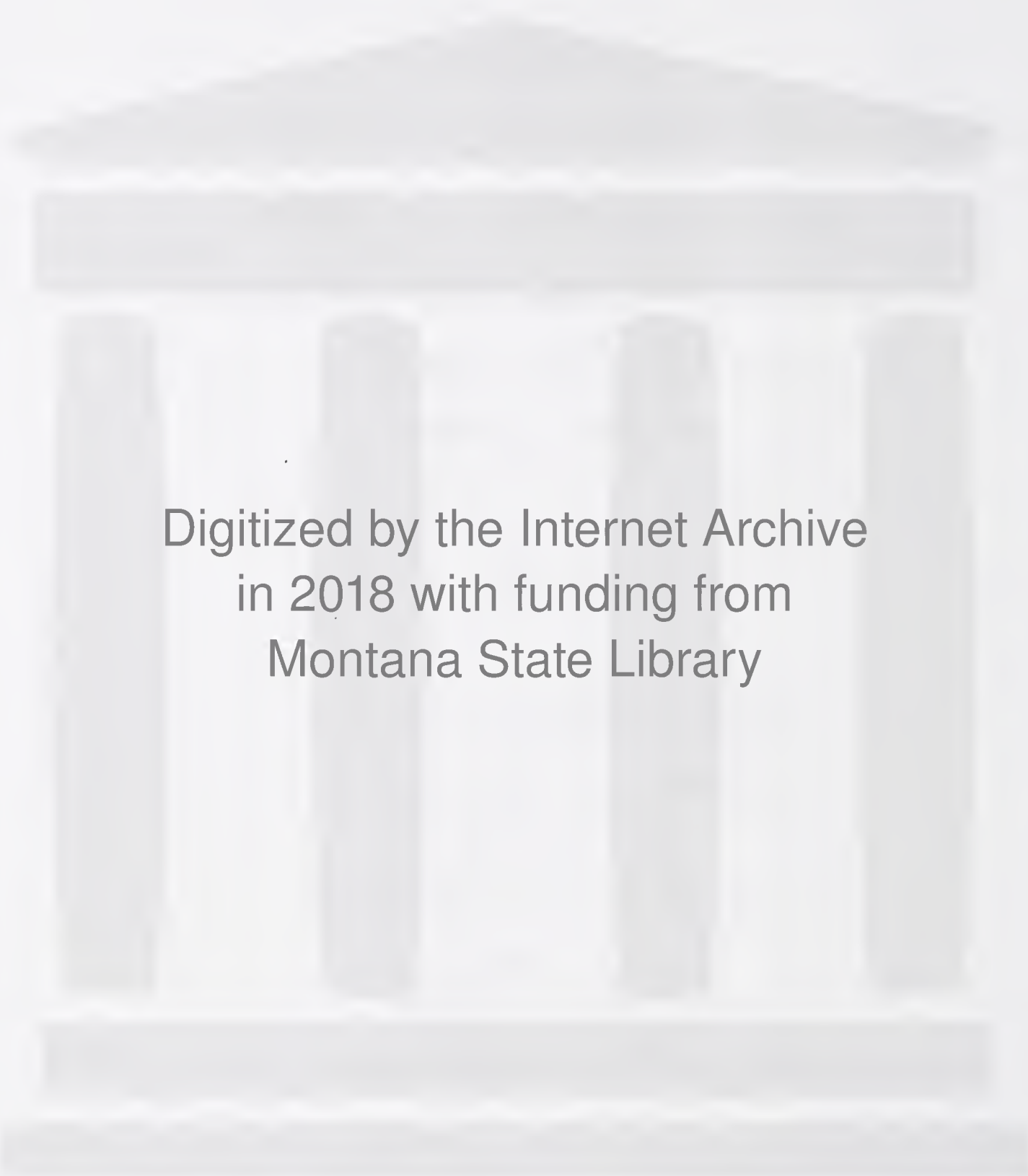
P.L. 100-297

OFFICE OF PUBLIC INSTRUCTION

MIGRANT EDUCATION PROGRAM

Nancy Keenan
Superintendent of Public Instruction

Prepared by
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FACE PAGE

Application for Federal Financial Assistance
Under Chapter 1
Migrant Education Program

PART I

1. Request for Federal Assistance

The State of Montana hereby requests its entitlement of funds as authorized by Section 1201 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (Pub.L. 100-297).

2. State Applicant (list the State Agency to whom the funds will be awarded)

Applicant: Superintendent of Public Instruction

State Address/P.O. Box: State Capitol Building

City/State, and Zip Code: Helena, Montana 59620

Federal Employer Identification Number: 31-600-1698

Contact Person (name and title): Angela Branz-Spall,
Montana State Migrant Director

Telephone Number: (406) 444-2423

3. Certification

To the best of my knowledge and belief, data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the requirements of the Chapter 1, Migrant Education Program, and the attached assurances contained in Part IV of this application.

Nancy Keenan
Signature of Chief State School Officer or
Legally Authorized Representative

March 9, 1992
Date

State Superintendent
Title

PART II
PROGRAM NARRATIVE

Part II--PROGRAM NARRATIVE

Section A: Program Plan - State Level

1. Type of Application

- a. This plan covers a period of one year.
- b. Not applicable.

2. Statewide Needs Assessment

- a. Describe the SEA's needs assessment procedures for the coming program year, including the use of objective educational criteria, for determining on a statewide basis the numbers and the degree of educational deprivation of eligible migratory children.

The SEA utilizes a comprehensive data collection instrument to elicit information from LEA subgrantees concerning the needs of migratory children. (See following page for sample SAPNA, Figure 1.) This instrument was designed to include a wide range of indicators of educational deprivation, including test scores, age-grade levels, retention, academic scores and teachers' perceptions of needs in basic skills areas.

Prior to the preparation of the State Plan, LEA subgrantees operating a project in 1991 were asked to compile the data based on the educational record and perceived needs of every migratory child enrolled in the summer program. LEAs aggregated the data by grade level and submitted it to the SEA, which aggregated the data for the state as a whole.

In addition to the LEA data, special reports were requested by the SEA from the Migrant Student Record Transfer System (MSRTS) in Little Rock regarding over-ageness of Montana students and for the large percentage of Montana students who migrate from Texas, and a summary of the number of TAAS objectives not mastered.

- b. Describe the results of the statewide needs assessment in terms of indicators of educational needs and the types of educational and support services that should be provided to meet those needs.

Six LEA subgrantees submitted needs assessment data which is contained in this report.

The results of the statewide needs assessment are as follows:

- (1) The migratory student population in Montana includes a large number of children below customary age-grade levels.

Research literature demonstrates clearly that the single most powerful predictor of dropping out of school is being below grade level for age. The state of Montana, through MSRTS, gathered the following information on age-grade levels for migrant children served in the summer 1991 program. (Page 3)

**MONTANA MIGRANT EDUCATION
LEA SUMMARY FORM--STUDENT NEEDS ASSESSMENT**

SAMPLE

LEA _____

Year _____

Person Aggregating
Assessment _____

		TESTING DATA								ST. AP.		INTERVENTION INDICATORS											
Migratory Status Grade Level												INSTRUCTIONAL										SUPPORT	
1		R	n=	M	n=			R	n=	M	n=	11	12	13	14	15	16	17	18	19	20	21	22
Grade 1						25						9	5	4	45	45	45	21	34	29	23	25	26
Grade 2		24.7	37	65	43	27	31.9	34	43	78		3	5	2	45	45	45	16	27	43	20	19	15
Grade 3		32.1	44	49	49	21	37.2	40	49	61		2	4	3	49	49	49	16	32	36	21	20	17
Grade 4		32.7	34	48	43	15	34.1	27	43	56		7	13	0	44	44	44	18	33	39	23	23	12
Grade 5		41.3	27	42	30	8	44.9	23	30	49		5	8	1	31	31	31	19	15	20	12	11	8
Grade 6		39.6	11	40	12	1	42.0	7	12	54		1	3	0	16	13	13	7	8	9	5	5	5
Grade 7		29.3	14	70	13	4	36.0	14	13	89		0	3	3	17	16	16	5	12	11	2	1	13
Grade 8		40.6	3	66	2	1	49.8	3	2			0	3	0	5	6	9	5	2	3	2	0	3
Grade 9		24.3	5	73	5	3	24.3	5	5	84		1	8	1	10	16	15	6	5	6	0	0	9
Grade 10		35.9	2	93	2	0	35.9	2	2	97		1	2	1	3	5	7	5	2	2	0	0	2
Grade 11						0									0	1	2	4	0	0	0	0	0
Grade 12						0									1	1	1	4	0	0	0	0	0
Column Tallies		33.5	167	532	199	105	36.6	155	64.2	199		32	54	15	263	272	277	126	171	205	109	105	110

Figure 1

*For Grade 1 students--DO NOT report testing data.

Director's Signature _____

This needs assessment is based on three sources of information: MSRTS data on the ages and grade placements of migrant students who were served in the Montana summer program in 1991, Texas Assessment of Academic Skills for currently migrant and non-migrant students, and test scores from the six Montana summer projects in 1991.

Much of the information is based on Texas data or stated in relationship to data from Texas because that is the home state of the majority of the migrant students who enroll in the Montana summer program. Therefore, the Texas data help to describe the Montana students, and the Montana program is geared toward the academic requirements of the students' home schools in Texas.

Data on Students Over-Age for Grade

The migratory student population in Montana includes a large number of children below customary age-grade levels, that is, who are overage for their grades.

Research has demonstrated that the single greatest predictor of dropping out of school is being below grade level for age. The state of Montana, through MSRTS, collected the following information on age-grade levels for migrant children served in the summer of 1991.

Montana Migrant Children Below Age-Grade Level Source: Migrant Student Record Transfer System						
Grade	No. of Migrant Children	Main- Stream Modal Age	Migrant Children's Age		Number Overage for Grade	Percent Overage for Grade
			Modal	Mean		
P5,K	65	5	5	5.5	25	38.5%
1	40	6	7	6.5	22	55.0%
2	44	7	7	7.3	19	43.2%
3	47	8	8	8.7	25	53.2%
4	49	9	9	9.8	24	49.0%
5	62	10	11	10.8	37	59.7%
6	44	11	12	11.9	27	61.4%
7	55	12	12	13.4	35	63.6%
8	54	13	14	14.2	40	74.1%
9	58	14	15	15.3	43	74.1%
10	53	15	16	16.4	38	71.7%
11	42	16	17	17.2	33	78.6%
12	15	17	19	18.6	12	80.0%

These data show that Montana’s migrant children are on average at least one year over-age for grade at eight grade levels. The problem is most pronounced at the secondary level, where by twelfth grade the migrant students are two years over-age for grade, and the percentages of over-age students are higher than at lower grade levels. Much of this is due to the need for older children to work and bring in family income, delaying their credit accrual. It is, in fact, to the students’ credit that they are in school at all, given that so many of their peers have dropped out. Students who are 19 or 20 years old and still working for their high school diplomas deserve all the assistance the migrant program can give them.

The graph on the next page shows the generally increasing trend toward overage for grade among migrant students.

Montana’s migrant students exhibit higher rates of over-age than the general migrant population in their home state, Texas, as shown in the following table.

Percentage of Migrants Over-Age for Grade		
Grade	Texas	Montana
K	5.8%	38.5%
1	16.9%	55.0%
2	23.2%	43.2%
3	26.2%	53.2%
4	29.8%	49.0%
5	33.7%	59.7%
6	40.8%	61.4%
7	46.1%	63.6%
8	48.6%	74.1%
9	59.1%	74.1%
10	52.3%	71.7%
11	47.3%	78.6%
12	40.2%	80.0%

The higher incidence of over-age in Montana is likely due to the fact that all of Montana’s migrant students are Status 1, while the Texas data include migrants of all status categories. These students are also more likely to include more recent immigrants who had not received primary education in their country of origin and who entered school late.

Texas Assessment of Academic Skills (TAAS) Data

Montana’s migrant students’ home state, Texas, requires that students pass the Texas Assessment of Academic Skills (TAAS) in order to qualify for a high school diploma. Failure to pass the TAAS means failure to graduate. The TAAS is given to odd-numbered grade levels, so a child is tested every two years to monitor progress toward the mastery

of basic and academic skills in writing, reading, and mathematics. Montana acknowledges its responsibility to help its migrant children pass the TAAS tests. MSRTS provides data to show which competencies or subtests a child has and has not passed. Montana's migrant programs help children study toward these subtests.

Following are the percentages of all non-migrant and currently migrant students who passed all tests at each grade level. (All Montana's students are currently migrant.)

Rates of Passing TAAS Tests		
Grade	Non-Migrant	Currently Migrant
3	64%	39%
5	52%	22%
7	46%	13%
9	48%	20%
11	65%	26%

This year Texas did not report the absolute numbers of migrant students who had taken and passed the TAAS. However, the previous year's data showed that proportionately larger numbers of migrant students were still taking the TAAS at the eleventh grade because they still had not passed it, whereas many or most non-migrant students have passed the TAAS by that point. The large drop in the passing rate from third to fifth grade is consistent with other findings that academic disadvantage for migrant and language minority students becomes most noticeable at about the third or fourth grade, when academic language demands increase beyond the communicative facets of language.

Because all of Montana's migrant students are based in Texas, the Montana migrant programs provide assistance to students in those TAAS areas they have not passed. The data above show that migrant students have acute need of that service. This will continue to be an emphasis in the 1992 summer program. The Montana State Migrant Education Office has arranged for a satellite communications instructional program from Texas to provide classes aimed at the fifth and eleventh grade levels of the TAAS. Students preparing for those levels of the TAAS, or who have recently failed portions of those levels, will be enrolled in these classes.

Performance on Academic Skills Tests

Reading in the summer migrant programs was measured by the Scribner Formal Reading Inventory (FRI), a standardized reading test that is individually administered and whose results can be used diagnostically for placement. Scores are in NCEs, which means that a student reading at grade level should obtain a score near 50. The data show very

clearly that, except at the eighth and ninth grades, the migrant students were reading far below grade level. Very few students were tested in the eighth and ninth grades. It is likely that only the better students at that age remain in school and are motivated enough to attempt and complete a summer program. Even though every grade level showed growth, in most cases, the students still had not caught up with their grade mates.

The test from the Edits Individualized Math Program (IMP) was used as the math measure. It, too, is individualized and places students at their levels of need. The scores shown in the table are percentage scores, not NCEs. Therefore, they do not interpret students' performance according to grade level per se. However, the IMP is considered "easy" by respective grade level standards; therefore, ideally, scores should approach 100 percent. The table shows clearly that most students can do only a fraction of the math that their grade mates can do.

Reading and Math Test Data

Matched pre- and post-test scores on the Formal Reading Inventory were available for 188 students, and on the Individualized Math Program Test, for 200 students, distributed in each grade level as follows:

Numbers Pre- and Post-Tested		
Grade	Reading	Math
2	35	41
3	43	46
4	44	44
5	31	31
6	23	25
7	8	9
8	2	2
9	2	2
TOTAL	188	200

Average scores per grade level were averaged across all six reporting sites on the pre- and post-tests, and average gains and losses were calculated for each grade level. Pre, post and gain data are reported below for both reading and math. Reading scores are in normal curve equivalents (NCEs), and math scores are based on raw scores (number right).

Reading Test Data			
Grade	Pre-Test	Post-Test	Gain
2	27.5	35.9	8.4
3	23.1	31.0	7.9
4	24.3	32.3	8.0
5	31.8	34.2	2.4
6	37.0	37.7	0.7
7	38.2	36.1	-2.1
8	78.7	81.4	2.7
9	87.1	99.0	11.9

NCEs are conceptually similar to percentiles in that they indicate the standing of a score in relation to an average. In other words, an NCE of 50 is statistically average. The data above show that the students in grades 2 through 7 were substantially below average in their reading performance at the beginning of the summer program; although their post-test scores were still below average, students in grades 2 through 6 made gains toward grade-level expectations. Students at the seventh grade actually dropped; however, it is possible that one or two unusual scores accounted for the drop, especially since the averages were calculated on only eight students. The four students in grades 8 and 9 began the summer program with high reading ability as measured by the Formal Reading Inventory, and they improved their standings on the post-test. However, this inventory is relatively easy, and it is likely that these students might not have performed so well on a test more nearly reflective of eighth and ninth grade level reading demands.

Math Test Data			
Grade	Pre-Test	Post-Test	Gain
2	28.2	34.0	5.8
3	33.1	40.1	7.0
4	36.5	43.1	6.6
5	46.9	55.2	8.3
6	56.4	64.5	8.1
7	64.0	73.7	9.7
8	43.0	48.0	5.0
9	60.5	64.5	4.0

The math averages are in terms of raw scores, not NCEs, so no inferences can be made as to progress toward grade-level expectations. However, this test is, in fact, easy in relation to typical grade level standards. It is used not for its normative interpretation but to allow the program staff to assess students' actual strengths and weaknesses. If the students were performing near grade-level expectations in math, their scores would approach 100 percent accuracy.

2. b. Statewide Needs Assessment Results: Conclusion

The needs assessment data reflect a wide range of needs and make an explicit statement concerning the imperative to plan and coordinate indicated services with all programs and sources of assistance available. In particular, Montana teachers of migratory students must be trained in effective TEAMS and TAAS remediation practices currently used in Texas and close coordination between Montana LEAs and all sending states must be maintained. The data indicate a need not only for direct instructional services in reading, math and language arts, but also for programs directly supporting instruction such as guidance and counseling, preschool intervention and for the ongoing coordination of such services. The needs assessment data also indicate a need for an array of health services. The 1992 Montana program will work cooperatively with the Department of Health and local agencies to address those identified health problems.

MSRTS Health Records and LEA data indicate a continuing need to provide medical and dental assistance to migrant children so that impediments to learning that stem from health, nutritional and dental problems can be removed. (See Needs Assessment Grid--Dental/Medical.)

The data presented herein show that a disproportionate number of Montana's migrant students are over age for their grade level. Most students who drop out are older than their classmates who graduate; there also is a positive correlation between the percentage of students below modal grade (older than their grade level peers) and the respective dropout rate (MAP 1987). This correlation also holds true for the general population of the United States (U.S. Department of Education, 1987; Bureau of Census, 1985). The foundation of basic skills acquired in the early grades is essential for success at the secondary level, and statistics show that slippage from normal age-grade progression begins at the first grade.

Of the children who travel to Montana from other states who are functioning at grade level, it can be assumed that the academic and support programs provided during summer session contributed to this grade maintenance. It is difficult to project the extent of this contribution, but research indicates that particularly for language minority students, summer programs and enrichment activities increase student success in school. The SEA in Montana includes children who are functioning at grade level in the overall program plan and design.

Additionally, the SEA assessed a need throughout the state to provide enrichment activities to enhance student attitudes about school, school attendance, career awareness and career education activities, computer literacy and what we have come to call "self-advocacy." Too often junior high and secondary migrant students are not aware of the course and credit requirements for graduation in their particular home base. The SEA sees a continuing need to help educate students to monitor their own credits and to advocate for themselves. Montana LEA staff need to be trained in the use of the credit accrual section of the Migrant Student Record Transfer System and the graduation requirements of sending states.

Types of educational and support services to meet these needs:

- Timely identification and enrollment of migratory children
- Individualized remediation and enrichment plans based on specific identified deficiencies and/or needs
- Enrichment or remediation and/or tutoring in reading, math and language arts in appropriate settings
- ESL support for LEP students
- Close coordination with sending states' programs
- Utilization of most efficient and effective strategies
- Coordination with programs and services offered by other agencies
- Timely updates of student records and transfer of data through MSRTS

- Dropout prevention activities
- Intervention or removal or amelioration of health problems

c. Describe the procedures the SEA will use to ensure that:

- (1) LEAs are aware of the results of the statewide needs assessment

Directors of all LEA migrant education projects will be thoroughly briefed on the contents of the FY '93 State Plan, of which this needs assessment is an integral part.

- (2) On a statewide basis currently migratory children have priority over formerly migratory children in the provision of program services

Montana's migrant program serves 99.9 percent currently migratory children in a summer only program.

LEAs will be encouraged to use flexible and adaptable staffing patterns, instructional methods and delivery systems to address the needs of currently migratory children. They will be instructed that service to a currently migratory child should include prompt identification and enrollment, prompt needs assessment, direct compensatory educational services as indicated, close coordination with the sending state, outreach and linkage to the home and community resources, utilization of all available resources, coordination of appropriate support services, and full implementation of the Skills Information System of the MSRTS, and of the TAAS, CTBS test scores for students from Texas and California.

SEA instructions to LEAs for submittal of migrant education projects will direct applicants to specify that currently migratory children shall receive first priority for instructional and support services with each currently migratory child to assessment. It is important to note that Montana's programs are all summer projects which historically have served almost entirely status 1, currently migratory students. No regular LEA programs are conducted by local school districts during the months of late May, June and July--the months which comprise the migrant season in Montana.

Each LEA applicant is also required to assure that no child will be prevented from deriving benefit from the program because of inability to speak English or because of limited English language skills, and to specify the type of bilingual/ESL assistance such children will receive. All eligible school-age children are targeted for service in Montana's Summer Migrant Program, but strict enforcement of compulsory attendance laws for older children is difficult. For that reason, the special educational needs of secondary migrant children are met through alternative programs, such as the

PASS (Portable Assisted Study Sequence) program and the Texas Dropout Prevention Program, now called the Skills Building Program. Every effort is made to provide effective secondary alternative programs to high school-age youth. Additionally, the SEA is cooperating with the Central Stream Program Coordination Center (CSPCC) to pilot a Distance Learning project for mobile elementary and secondary students during summer session 1992. There are high hopes that this pilot project will help to eliminate the barriers to course continuity which so often block currently migratory children from success. The project will be coordinated through Region 20 in Texas, Montana LEAs and TI-IN network. TI-IN network, a leader in distance education in the United States, currently provides over 200 hours of staff development, 22 direct student instructional credit courses, and a wide variety of student enrichment programs to subscribing school districts. In addition, TI-IN produces and broadcasts state agency programming, school board training, and other quality educational programming. Since 1990, TI-IN has produced and broadcasted several series of SAT, ACT, and TAAS review courses. The goals and expectations of this pilot project for Summer 92 are:

- To improve the success rate of migrant students who are in Montana during the summer and who have not passed the Texas Assessment of Academic Skills (TAAS)
- To demonstrate the feasibility of using distance learning as a viable instructional system for migrant students

This proposal targets two groups of migrant students who are enrolled in the Montana summer school program and who expect to return into the Texas public school system in the fall. Targeted students have not mastered TAAS skills at their respective levels. Approximately 120 students will be provided remediation and will take the fifth grade TAAS. The high school group will consist of approximately 100 students who will be taking the exit level TAAS at the end of their instruction. Instruction will focus on skills necessary to successfully complete the TAAS for one hour a day. The instructional model will include live, interactive television classes from June 8 through July 2. Courses for the fifth grade population will be offered Monday through Thursday for approximately one hour a day. High school students who need to master the exit level skills will be taught for approximately one hour during the evening block of time. All instructional activities and evaluation will be closely coordinated between the television instructors and the instructors at the schools in Montana. Periodic planning meetings between the TAAS remediation teachers and the Montana teacher will also be

conducted via live, interactive television. Student work and teacher information will be shared via FAX and/or SID transmission. TI-IN/Region 20 will provide lesson plans, student practice sheets, and handouts for each student. Evaluation of the project will consist of a written report examining 1) test scores of targeted students and 2) the viability of distance learning as an instructional model for migrant students.

Further, to ensure that these priorities are observed, LEA applications are carefully reviewed. The SEA monitors each LEA during the course of the project term in order to assure that children's needs are being served according to established priorities.

The LEA shall assure the SEA that priority will be given to currently migratory children, and will require that an individual needs assessment be performed for each child served. LEAs shall assure that services are provided proportionately to needs. Application will be reviewed to assure that children will be served in accordance to need. On-site monitoring will be conducted at each LEA site at least once during the summer school session.

3. Objectives, Activities to Achieve Objectives and Evaluation

- a. State each objective in measurable terms and relate it to statewide needs assessment. Include objectives concerning (1) educational achievement, (2) coordination of educational services, and (3) changes in behavior.
- b. Describe the instructional, support and administrative activities to be carried out to meet each objective.
- c. Describe the procedures and instruments to be used to determine the effectiveness of the activities in achieving each objective.

General (Description of activities and evaluation methods to be used to attain program objectives.)

Underlying all instructional and support service objectives for the Montana Migrant Program is a commitment to strategies which will enable migrant children to achieve the six national goals. It is the mission of the Montana program to ensure that all efforts to achieve the National Education Goals will equitably include all migrant children.

This mission statement, adopted by the National Association of State Directors of Migrant Education on April 28, 1991, is intended to be the banner of a comprehensive effort among the states for achieving the National Education Goals for migrant children. Twelve expectations for the education of migrant children and youth have been developed that lay out a vision for achieving the National Education Goals. Accomplishing each expectation will require schools to work in

closer partnership with parents, health and social services agencies, the Migrant Student Record Transfer System, farmworker organizations, businesses, and the community at large. Accomplishing the twelve expectations will also require schools and the Migrant Education Program to continue to take the lead in reaching out to develop collaborative partnerships and a sense of "*shared mission*," which will encourage and nurture lasting commitments for the education of migrant children. The twelve expectations are:

1. **Migrant children should enter first grade fully prepared to learn and schools should be fully prepared to help them learn.** Hence, Montana offers a full spectrum of pre-school and early childhood programs.
2. **The cultural and language diversity represented by migrant students should be used positively and creatively within schools and communities.** Accordingly, Montana summer projects offer a variety of whole language and multicultural activities as part of core curriculum.
3. **Between 1992 and 2002, the number of migrant students graduating from high school should increase annually by 10 percent.** To that end, the program offers the PASS program, UT Skills Building Program and the TAAS remediation program for secondary students.
4. **Migrant students should complete the elementary grades with mastery of critical skills in learning to read, write, compute, and think.** In response to this expectation, the Montana program offers a variety of enrichment classes which focus on higher order thinking skills and reasoning.
5. **Migrant students should complete the middle school grades able to reason critically and understand the relevance to their lives the subject matter they are learning.** In Montana, every attempt is made to connect school activities to the world of work.
6. **Migrant students entering high school should be able to complete their educations and graduate successfully.** The Montana program offers an outreach program to all secondary students which emphasizes counseling and advocacy.
7. **Migrant students should be provided stimulating learning experiences in science, mathematics, and technology education as they proceed through their school years.** All students have access in Montana to computer labs and satellite courses.
8. **The academic achievement of migrant students should be at a level that will enable them, upon graduation from high school, to be prepared for post-secondary education, employment or both.** Every effort is made to make students aware of employment options and college opportunities.

9. Migrant students who do not choose college should be provided school-to-work transition experiences so they leave high school prepared with the skills necessary to participate productively in the world of work and with the foundation required to upgrade their skills and advance their employment and career opportunities. Career education is an important aspect of the Montana program.
10. Adults and out-of-school migrant youth should be provided quality experiences and opportunities to improve their literacy, basic education, and problem-solving skills. Eligible clients are referred to the Adult Basic Education and 402 programs which are available.
11. Migrant children should attend schools that are free of drugs and alcohol and where students are well nourished and healthy, feel safe, and learn in a supportive and caring environment. Montana programs access the DARE drug awareness programs offered through the NWREL.
12. Every state department of education should have a successful comprehensive strategy for migrant children and youth that provides a process to bring about quality, equity, and congruence in their education. The Montana State Plan emphasizes collaboration and equal access.

The preponderance of students sent from Texas suggests that the Montana migrant program should provide instructional service that will enhance students' chances for success in that state. Students in Texas are required to take the Texas Assessment of Academic Skills (TAAS) and the needs assessment showed that Montana's migrant students from Texas have not fared well on the TAAS. The following objectives are based on TAAS objectives in reading, writing and mathematics which will be covered with TAAS remediation materials (1992), as well as the Harper-Row Reading Basic Plus and Individualized Math Program (IMP) curricula adapted for use in Montana. 1992 will highlight even closer collaboration with Texas in the Distance Learning Pilot.

Currently migratory children with identifiable deficiencies in reading, oral language and mathematics (as determined by the MSRTS and test data; teacher-made and/or curriculum-based diagnostic pre-test data) will achieve measurable positive gains in the areas of deficiency during their enrollment in the Montana Migrant Education Program. Supporting the basic K-8 instructional program will be a statewide resource center, the Migrant Education Program Improvement Center (MEPIC), technical assistance from the SEA Migrant Specialist and the SEA Bilingual Specialist and appropriate state-adopted curricular programs in reading, writing, math and oral language, as well as Texas-designed TAAS materials. Every effort is made to make each classroom an optimum learning environment and wherever possible enrichment activities are also incorporated into basic skills curricula.

Currently migratory secondary children with identifiable credit deficiencies, course deficiencies and/or TAAS test failure on two or more objectives in English, math,

language arts, or who are credit deficient in United States Government, English, math, language arts or family living as determined by the MSRTS secondary student record, and/or direct contact with a home-base counselor, will continue or begin course work in the necessary area. Students will earn a minimum of 15 clock hours in any given area of remediation or credit deficit with corresponding partial or complete credit. Both the Portable Assisted Study Sequence (PASS) and the Texas Skills Building Courses will be utilized in an outreach/tutorial service delivery system.

Program Objectives

Objective 1--Reading/Writing (K-8): By the end of the 1992 summer program, 80 percent of students served in reading and writing will achieve 75 percent of attempted TAAS-based reading and writing objectives.

Objective 2--Math (K-8): By the end of the 1992 summer program, 80 percent of students served in mathematics will achieve 75 percent of attempted TAAS-based mathematics objectives.

Objective 3-- Oral Language (K-8): Each participating migratory child will be assessed for oral proficiency in English. Children who score below 4 on the Oral Proficiency Ranking Scale will be given a minimum of 30 minutes per day of English as a Second Language instruction using the Idea Oral Language Program. (It would be inappropriate to expect a minimum amount of growth in oral language proficiency as measured by the ranking scale in a program of such short duration.) Services provided in oral language instruction will be based on the needs of migratory children in each local education agency and will vary proportionately.

The above skills-based objectives should result in increases in global reading and mathematics proficiency which are measurable by standardized tests. Therefore, the following instructional objectives will also be set:

Objective 1a--Post-test scores on the Formal Reading Inventory will show a statistically significant increase.

Objective 1b--Post-test scores on the Individualized Math Program Survey will show a statistically significant increase.

Objective 4--Secondary Services: Secondary students participating in the outreach program will earn a minimum of 15 clock hours in any given area of remediation (with special emphasis in core subjects such as English, correlated language arts, math, government, family living or study skills). For students participating in the Portable Assisted Study Sequence Program (PASS), at least one unit of instruction will be completed (there are five units in each course) at the end of summer instruction. Students enrolled in the Texas Skills Building Program will complete a minimum of 15 hours of instruction related to particular course work.

Other Instructional Activities:

Objective 5--Readiness (P5): Instruction in basic pre-reading/math concepts using the Alerta preschool curriculum, the Harper-Row Reading Readiness Program, Math Their Way and the Individualized Math Program will be utilized in order to prepare preschool children to read and do basic math. Currently migratory preschool children will participate in at least 80 hours of appropriate developmental activities in appropriately structured settings. Preschool services will be provided at three non Head Start sites while the MEP will cooperate with the Head Start program at the other three sites. Kindergarten teachers will be provided by the MEP program at Head Start sites throughout the state.

Additionally, currently migratory children enrolled in the Montana Migrant Summer Program will benefit from the following instructional activities:

1. Career Education (K-8): To prepare students for the world of work, supplementary instruction pertaining to occupational choices and personal preparation will be provided. The Migrant CHOICE Program is currently used in Montana LEAs as a way to introduce children to the world of work.
2. Cultural Enrichment (K-8): To broaden appreciation and understanding of creative processes and cultural diversity, opportunities will be presented for students in art and music activities and to explore their own and other cultural heritages.
3. Computer Literacy (K-8): Opportunities will be provided for migrant students to reinforce basic skills under study through computer-assisted instruction and practice.

Support Services:

1. MSRTS--Educational and health records for all identified migratory children will be maintained at each LEA. LEA subgrantees will be asked to utilize the toll free number service of MSRTS at the time of recruitment, so that records will be on site on the first day of summer school. LEA subgrantees will report skills data for all students, and new health information will be recorded. Secondary credit accrual will be entered for all students in grades 9-12.
2. Health--Limited health, dental and nutritional services will be provided with program funds; the SEA will continue to coordinate with other health service agencies (including the Montana Migrant Council and the Montana Department of Health and Environmental Sciences) to ensure that migrant children are given appropriate medical/dental screening; and that, when necessary, referrals are made and the necessary follow-through actions are taken in order to ensure that a child's health/dental needs are not posing as barriers to the child's learning. Program funds will be authorized for medical or dental interventions only when no other funds are available. All but one of Montana's LEAs participate in the federally financed Summer

Feeding Program. The one LEA which is not currently eligible is attempting to gain sponsorship in the Western Region.

3. Professional Development--Initial training, continuing inservice and individual professional development activities will be a priority at both the state and local levels. Training will be conducted by SEA staff (ESEA Chapter 1 Migrant Director and Specialist; Federal Programs Accountant; ESEA Chapter 1 regular Specialists), LEA staff, MSRTS representatives and consultants from the Program Coordination Center. One state workshop is held each spring with sessions for every LEA program component, including instructional, health, identification and recruitment, nutrition, records keeping and management. Selected state and local personnel will attend the national conference. Technical assistance is provided to LEAs in an ongoing manner as required.
4. Dissemination and Information--The SEA and LEAs will cooperate in a continuing program of dissemination of information about the migrant education program. LEAs are asked to utilize all forms of media (newspaper, TV and radio) to disseminate information to the public. As an example, one television interview with a migrant parent was such a successful informational broadcast that it was chosen for selection by the local television studio as an entry in a statewide documentary film competition. In addition, news regarding the migrant program is regularly reported by the SEA Chapter 1 newsletter and the publication Montana Schools. Montana has been a regular contributor to the publication MEMO.

4. Statewide Evaluation and Program Improvement

a. Sustained Performance of Students

Describe how the SEA will determine whether improvements in the educational performance of those formerly migratory students who have participated in a full year program for at least two years were sustained for at least one school year.

Montana conducts a summer migrant program which serves current migrants. Fewer than .1 percent of the children served are formerly migrant. No regular-year programs are operated.

b. Report to the Secretary

Describe the SEA's process for collecting and aggregating local evaluation information for the SEA's biennial report to the Secretary, including testing schedules, the types of measurements to be used, and data on regular and summer school programs and on sustained gains.

Evaluation of the overall effectiveness of the state program will be based on data from a number of sources. Data from each LEA subgrantee will be collected by the SEA program evaluator by means of a questionnaire. This

information will be aggregated with that gathered from meetings with LEA staff and that derived from scheduled compliance monitoring visits. Also to be used will be data in the Management Reports provided by MSRTS. From these sources can be derived statewide data concerning service to children, type of services provided, and a demographic breakdown of the population served. Submitted data concerning student gains will be carefully evaluated. This year's input of academic and health data into the MSRTS data bank will also be assessed as a measure of the use of the system. To the greatest extent possible, Montana conforms to the MENAES guidelines.

Each LEA (subgrantees) will be required to write performance objectives for each instructional activity so that there will be some tangible measurement of student gains at the end of the project period.

Each LEA (subgrantees) will identify in its project application the measurable objectives established for its Migrant Education Program, the activities to implement these objectives and the evaluation process. The SEA will develop the instruments and data-collecting procedures for securing evaluation data.

Generally, the evaluation process will include: 1) objective evaluation of the total program (administration, supervision, instructional program, food services, health services, preschool program, recruiting parent involvement and facilities); 2) oral and written reports from each project site director, the instructors and supportive staff, PAC, the State ESEA Chapter 1 specialist and other specialists from the Office of Public Instruction; and 3) data collection to include categories necessary for compliance with performance report requirements. An evaluation of all interstate and intrastate instructional and support coordination activities will also be conducted.

In the academic or basic skills, evaluation will focus on reading, writing, math and oral language. Pre-and post-test will be administered and, where possible, criterion-referenced tests will be used. The degree of individualization of instruction, the degree of bilingual and bicultural instruction and the degree to which bilingual and bicultural materials are used will be assessed through classroom observation.

It is extremely difficult to obtain matched scores for evaluating currently migratory children; likewise, it is very difficult to use standardized scores to report gains or losses in a 5-week program. The SEA, in conjunction with the TAC and R-TAC and the PCC, will continue to strive for a meaningful, longitudinal evaluation system of its summer program. Generally, then, the Montana Migrant Education Plan will carefully follow the outlines established in the recommended practices of the Migrant Education Needs Assessment and Evaluation System or MENAES handbook compiled by the Evaluation Committee.

- a. **Achievement Data**--Test results in reading and math will be reported for all

students with matched pre-and post-test scores. Reading scores from the Formal Reading Inventory (FRI) are reported in NCEs. Math gains (or losses) from the Individualized Math Program (IMP) are reported in raw numerics as specified in the IMP teaching guides.

Directors may also report, on a separate sheet, Harper Row criterion-referenced test score results for children, if they feel this information helps to describe academic progress for their program. TAAS remediation information will be recorded in reading, math and language arts, including higher order thinking skills.

- b. **Desired or Other Outcomes**--Desired outcomes have been defined as the anticipated positive changes in student growth for such things as attendance, English proficiency, etc., which will occur by a given point in time as a result of the migrant education program having been in operation. Desired outcomes are stated in such a way as to be measurable. Desired outcomes can describe specific changes in students; however, they can also serve to check if programs have offered certain desired service and if the level of service was the desired level.

Several standard desired outcomes have been selected for reporting by the state of Montana. The following are the areas for which evaluation data in other outcomes will be gathered:

- (a) Age in grade rate
- (b) Secondary credit accrual
- (c) Language for instruction
- (d) Attendance rate
- (e) Promotion rate
- (f) Higher order thinking skills - Problem solving

Desired Outcomes in Montana:

- (1) Promotion--90 percent of the students enrolled in the Montana Summer Migrant Program will have been promoted at least one grade above his/her placement for last year.
- (2) Age/Grade Placement--At least 90 percent of the students enrolled in the Montana Summer Migrant Program are placed in the grade which is appropriate for his/her age.
- (3) Secondary Credit Accrual--At least 90 percent of all secondary students enrolled in the Montana Summer Migrant Program are accruing high school credit which will permit graduation in four years. A list of secondary students by name, number and home base school address who are at risk of not graduating must be completed by all participating LEAs.
- (4) Language for Instruction--Using the Oral Language Proficiency Rating as the standard, 95 percent of all students who receive a score of three or below while enrolled in the Montana Summer Migrant Program will receive special language instruction.
- (5) Attendance--More than 80 percent of the students in the Montana Summer Program will attend school 90 percent of the days enrolled.

The staff development component of the migrant program will

include training on how to promote higher order thinking skills beyond factual recall. The summer of 1992 will be a pilot period for each project to experiment with problem-solving projects in subjects to be locally determined.

Consultants will provide information on instruction in higher order thinking skills, including their definition, their importance, and instructional strategies for their development. Each site will design its own pilot project in higher order thinking skills. The extent to which students demonstrate higher order thinking skills will be determined by a rating scale to be developed with outside consultation.

- (6) Higher Order Thinking Skills - Problem Solving: Students who participate in the Montana Summer Migrant Program will demonstrate critical problem-solving skills within the context of a locally developed learning project, to be measured according to a rating scale.

Additionally, every effort will be made in the Montana Migrant Education Program to adhere to the research results of Barbara Heyes as specified in Summer Learning and the Effects of School (Academic Press), regarding the importance of summer reading. Dr. Heyes noted that:

- The number of books read during the summer is consistently related to achievement gains.
- Reading is the single summer activity most strongly and consistently related to summer learning.
- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.

All LEA directors have received training regarding summer reading effects and are required to implement aggressive, all-grade reading projects for their migrant students. Lists of the number of books read by individual students will be maintained at LEAs in an effort to reduce the differential summer learning loss experienced by many migrant students. This year each child will receive at least one book to keep from a state Reading is Fundamental program.

- c. Describe how the SEA ensures that results of the evaluations are used at operating agencies to improve the projects providing services by either
- (1) disapproving an application to continue a project if it fails to make sustained progress in meeting its educational goals, or
 - (2) approving changes in the project that will enable it to meet those goals.

As a result of information attained through previous evaluation efforts, the SEA has already implemented program changes such as the use of the Formal Reading Inventory which indicates achievement results on pre- and post-tests with Normal Curve Equivalent Scores (NCEs), use of TAAS remediation materials designed in Texas and the use of the Secondary

Skills Building Courses from the University of Texas.

Further, the SEA requires LEAs to describe how evaluation findings were used during the planning process to improve services to be provided for migrant students in their annual application. Listed information is carefully analyzed by the SEA to improve its migrant education programs at the local level. LEAs are required to describe how program objectives were met; in the event that objectives were not met, LEAs are asked to use evaluation results to design strategies for meeting those objectives in future programs.

Monitoring of local migrant projects is completed by the Migrant Education State Coordinator and ESEA Chapter 1 specialist(s). The Office of Public Instruction has developed a monitoring checklist which is used to review all local projects for program compliance. Each local project site is reviewed; the Office of Public Instruction conducts an entrance conference, reviews the project and then conducts an exit conference. A review letter is returned to the local school district listing the Office of Public Instruction's recommendations and corrective actions that need to be implemented. A return letter is requested from the local school district outlining the corrective actions taken. All areas of the migrant program are monitored on site yearly.

Evaluation reports will also be required for all professional development activities, including overall and individual session evaluations for the state conference and LEA training activities.

Annual instructions to LEAs for preparation of applications for subgrants to operate Migrant Education Programs shall specify the manner in which the applicants will implement recommendations embodied in monitoring reports for the previous year, in their own program end reports and in the State Performance Reports.

5. Identification and Recruitment

Describe the SEA's plan for identifying and recruiting all eligible currently and formerly migratory children in the state. The plan must include:

- a. Procedures the SEA has established to determine the areas where migratory children are expected to reside, and the dates when identification and recruitment activities will be conducted in those areas.
- b. The assignment and training of recruiters to ensure that the eligible children are identified.
- c. Quality control procedures the SEA caused to ensure that—
 - (1) The eligibility of children to be considered migratory is properly documented and verified; and
 - (2) The eligibility error rate does not exceed 5 percent.

- d. Map(s) showing:
 - (1) The location of agricultural and fishing activities in the state that require the use of migratory labor (site information source); and
 - (2) Areas of the state where identification and recruitment have been or will be conducted this calendar year.
- e. Reasons for not conducting identification and recruitment activities in areas of the state, if any, where qualifying agricultural and/or fishing activities are located.

The State Education Agency (SEA) and Local Education Agencies (LEAs), through their migrant recruiters, will seek to identify and recruit all known currently and formerly migratory children to participate in the fiscal year 1992 migrant project. The recruiters will make visits to all known areas where migratory agriculture workers may be found. The recruiters will make home visits as well as field visits. The recruiters will totally explain the Montana Migrant Education Program and, at that time, enroll all eligible children.

The SEA considers identification and recruitment fundamental to the success of the Migrant Education Program. Montana has developed a program management handbook which contains a complete section on the identification and recruitment of migrant children. Included are strategies for school district program staff to utilize in their effort to locate and enroll all eligible migrant students. In addition, LEA program staff have received copies of, and the training in, the Systematic Methodology for Accountability in Recruiter Training (SMART), as well as training (sponsored by the PCC) by identification and recruitment experts in the Western Stream, and the identification and recruitment materials developed by the state of Pennsylvania.

The SEA will continue to actively seek all eligible children residing in our state and in need of services. Besides six LEA recruiters who are required to begin recruitment activities during the month of May, the SEA also conducts a statewide survey of all 538 school districts in the state in an effort to locate eligible children. In addition, a statewide recruitment contract is planned to continue in 1992-93. The contractor will be Rural Employment Opportunities, a non-profit (Section 402, U.S. Department of Labor) organization which has outreach offices throughout the state. REO will be included in the 1992 identification and recruitment training. Six of REO's staff members from the major agricultural areas throughout the state will be in attendance at the 1992-93 inservice training. A cooperative agreement has been written and signed by MEP and REO staff. This agreement delineates a plan for effective, year-round identification and recruitment. REO has agreed to refer potentially eligible families to us. It is the objective of the SEA to implement an efficient and effective referral system for use with REO, Migrant Council, the U.S. Department of Labor, and the Montana Job Service Agency for 1992-93. Coalition activities in the

area of identification and recruitment also include coordination with the Montana Migrant Council and the U.S. Department of Labor Job Service Office.

During the spring and summer, recruitment activity is heaviest along the lower Yellowstone River Valley and in the Flathead Lake area of the state. Once families have been recruited, recruiters complete a Certificate of Eligibility to document eligibility, obtaining a signature from a parent or guardian to attest to the accuracy of the information provided. Recruiters are then required to request records via the toll free number at the MSRTS data bank. Recruiters are trained each year at the spring conference by experts in identification and recruitment from the Western Stream. Each COE is monitored for accuracy by project directors, and again at the SEA by the specialist. Recruiters provide parents with information concerning services available through school systems and other agencies.

The recruitment regions are indicated on the maps which follow.

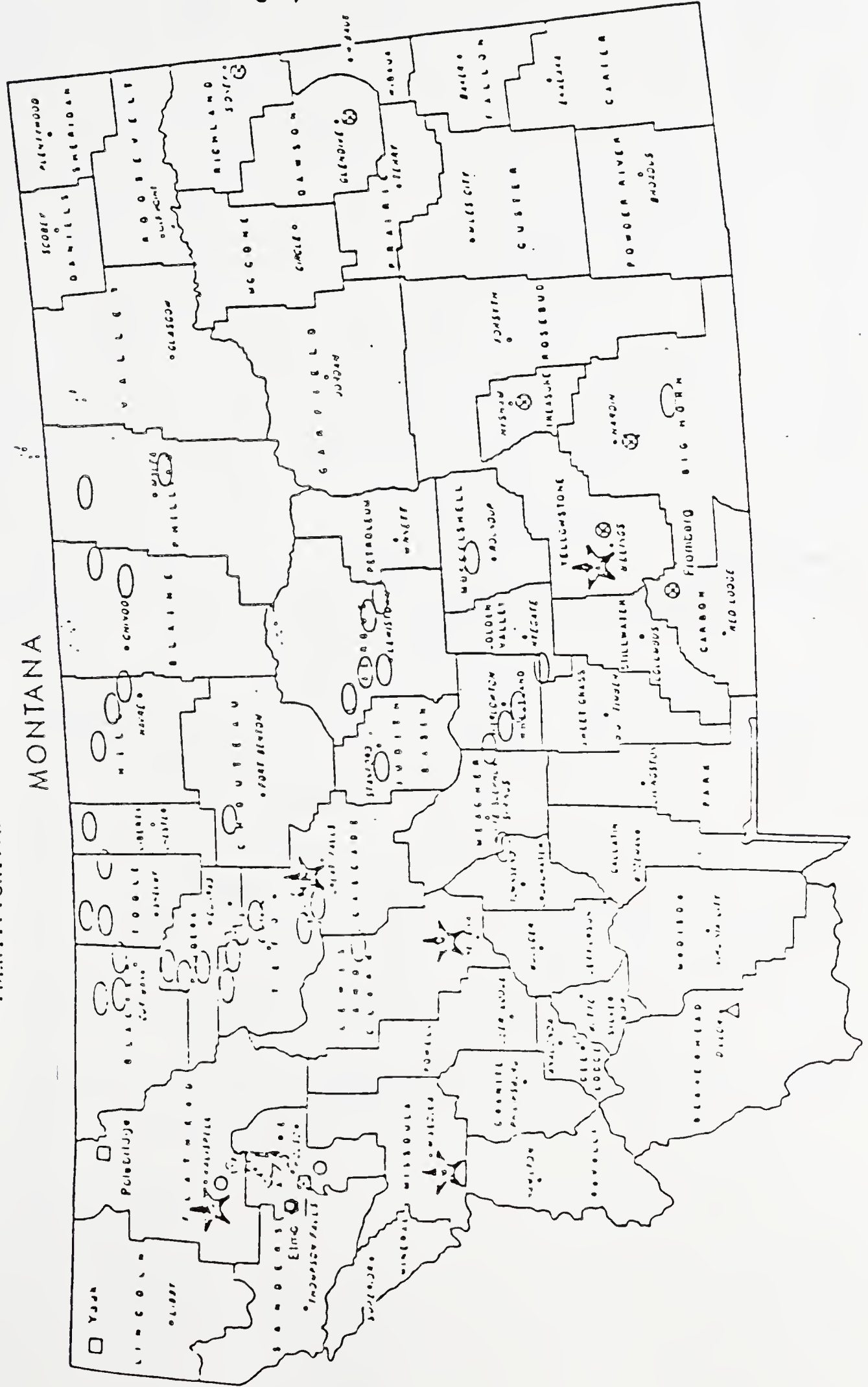
6. Children Residing in the State to be Served by the State Program

- a. Complete Table A, showing the estimated number of children
 - (1) Expected to reside in the state;
 - (2) Expected to be served with Chapter 1 Migrant Education Funds.
- b. Explain why any significant numbers of currently migratory children expected to reside in the state will not be served in the SEA's migrant education program.
 - a. See attached tables.
 - b. The SEA estimates that there are approximately 150 migratory students in the state who do not participate in the migrant education program. Some of these children are very young infants who stay at home with a parent or grandparent. Others are upper elementary, junior high or high school-age children who choose to work rather than participate in the summer program. Since the program is a supplemental summer program, compulsory attendance is not mandated by state law. However, the SEA continues to monitor the needs of the children involved and will make provisions of services available if so identified. It should be noted that the secondary outreach program has enabled older migratory children who work to also participate in programs designed to accrue high school credit (such as PASS and the Texas Skills Building Courses). Since the implementation of these programs, secondary participation has increased. The 55 children served in the regular program year are those who arrive earlier than the start of the summer project and who enroll in the regular school system. Generally, only needs assessments are provided with migrant funds for those children during the regular year.

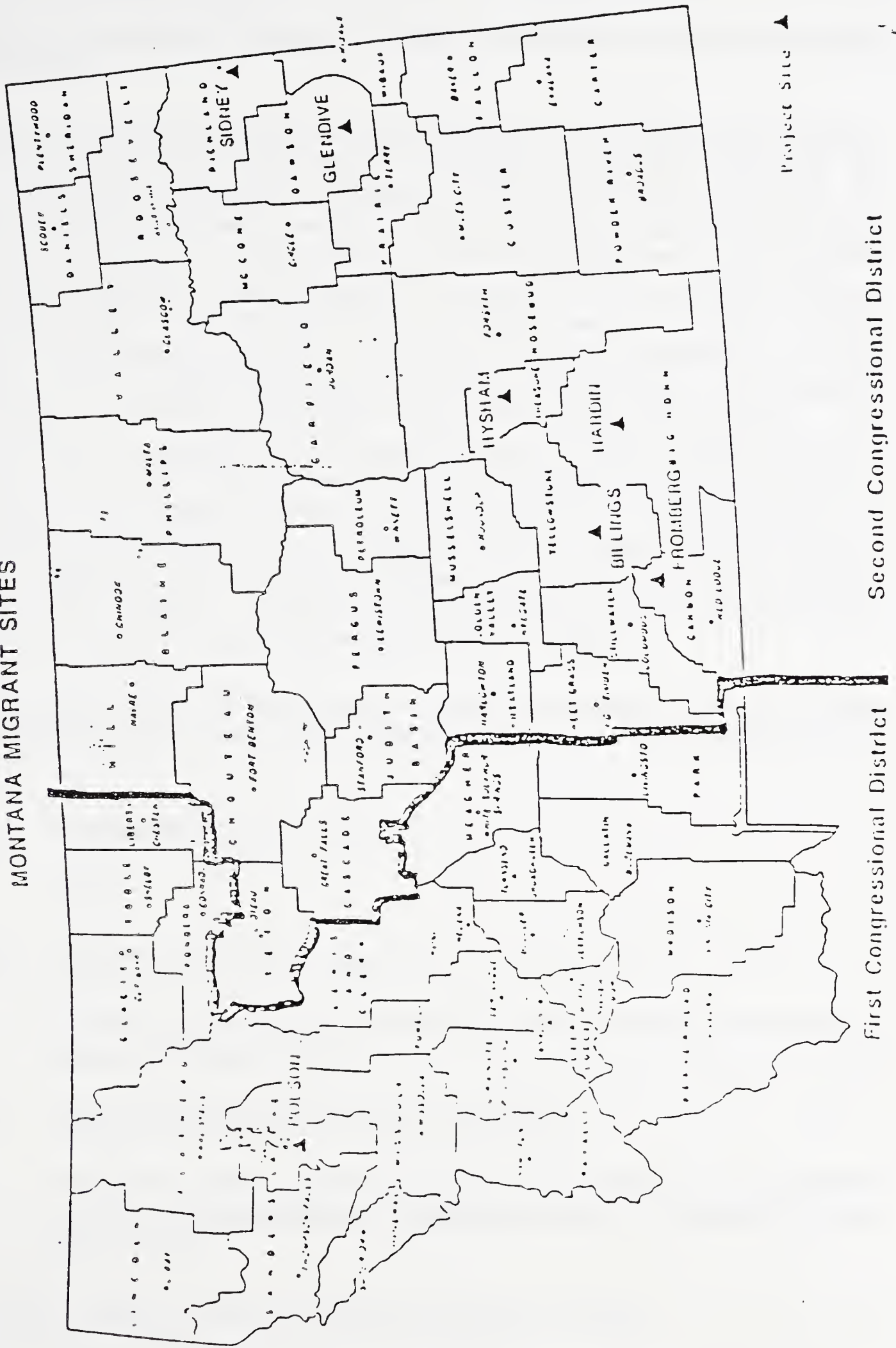
IDENTIFICATION AND RECRUITMENT SITES

MONTANA

-  Mushrooms
-  Fish
-  Cherries
-  Beets
-  Potatoes
-  Irrigation
-  Hutterite Colonies
-  REO Office



MONTANA MIGRANT SITES



First Congressional District

Second Congressional District

Project Site ▲

7. Location of Planned Projects

- a. What criteria do the SEA use to determine location of migrant education projects?

Migrant education projects are located where the greatest concentrations of migratory children are found. 1) Please see section #5 as to the effectiveness of the SEA's identification and recruitment procedures. 2) The SEA concentrates its services where the largest number of migratory children are found. Transportation for those students who are not within walking distance to project schools is provided. 3) All currently migratory children ages 3 through 21 are given program service priority. Younger children (0-2 years, 11 months) are only served if they have eligible siblings who would not attend the migrant summer program if they were required by family members to stay home and perform babysitting activities. Day care for these children is not available through any other operating agency within the state. The SEA is continuing its search for alternate funding (Migrant Head Start) for children ages 0-2 years, 11 months, and has been working with USDE migrant education staff and Idaho Migrant Council toward that end. At this writing, Montana currently does not receive Migrant Head Start funding. However, in 1993 Montana will coordinate at two locations with the Idaho Migrant Head Start Program.

- b. Report the number of local Chapter 1 migrant education projects the SEA expects to approve to provide direct services to migratory children during the:

- (1) Regular school term only:

None

- (2) Summer school term only;

The SEA expects to approve six LEA projects which will operate as summer programs only.

- (3) Both the regular and summer school term.

The SEA expects to approve a total of six projects. One additional project is predominately an identification and recruitment project (year-round).

- c. Provide maps showing the location of planned projects.

Please see the map included in section #5. Note that six of the planned projects are located along the Lower Yellowstone River Valley (including Fromberg, Billings, Hardin, Hysham, Glendive and Sidney, Montana). The

projects are located in the heart of sugar beet fields and offer the greatest access for the largest number of migratory children.

8. Services to Private School Children

- a. There are no private schools which operate summer programs in the areas where migratory children are concentrated in the state of Montana.
- b. See above.

9. Coordination with Other Programs

Describe how the SEA's Chapter 1 Migrant Education Program and its local projects have been and will be coordinated with other programs.

- a. **Other Department of Education Programs**
 - (1) HEP and CAMP: There are no HEP or CAMP programs which operate in the state. However, recruiters inform eligible secondary students about these programs and provide brochures from the nearest operating programs in Idaho, Washington and Texas. Students who are interested in the GED program are provided assistance through secondary outreach teachers who work with the SEA's GED specialist.
 - (2) The Education for the Handicapped Program: The SEA maintains close communication with the Special Education Division which is located in the same Department of the SEA as the Migrant Education Program. The state plan for EHA-B assures priority for migratory children in assessment of handicapping conditions.
 - (3) Title VII Bilingual Education: The SEA's Bilingual and Migrant Specialists work closely in designing training for teachers of children with Limited English Proficiency.
 - (4) Title IV National Origins Program: Materials from the SEA Title IV National Origins programs are commonly loaned to LEAs for use with Limited English Proficient children.
 - (5) STAR Schools Program: Linkage with identified STAR Schools Satellite/Distance Learning Programs which are appropriate for migrant children are established.
 - (6) Montana will provide distance learning courses from Texas through TI-IN network at all six sites in 1992.
- b. **The Department of Agriculture, Labor, Health and Human Services and the Environmental Protection Agency**

- (1) Community Services Block Grant Act of 1981: LEA subgrantees operating projects will be instructed to provide assurances that recruiters are knowledgeable of program services offered under the Community Services Block Grant of 1981, and that recruiters will inform families of services available.
- (2) Job Training Partnership Act of 1982: LEA subgrantees are instructed to specify a process for linkage with JTPA Section 402. The SEA, as part of its interagency coordination efforts, has taken the following steps:
 - (a) JTPA is consulted in LEA project sites and where available JTPA provides employees for specific areas of need.
 - (b) Maintained membership in the Montana Migrant Coalition, a task force made up of representatives from agencies such as Rural Employment Opportunities, Migrant Health, Legal Aid, Job Service and Family Services. Meetings are held once every other month September through February; and once a month March through August. Representatives are able to coordinate services for the migrant population and guard against costly duplication.
 - (c) Entered into an interagency agreement with the Montana Department of Health and Environmental Sciences to provide emergency health and dental services for migrant children and their mothers. Migrant education will receive supplemental assistance from DHES in the amount of \$6,000 for migrant children in 1992.
 - (d) Entered into a cooperative identification and recruitment agreement with REO, a Section 402 grantee.

10. Coordination with Other States

- a. Describe how the SEA will coordinate its program and local projects with those in other states, including the transmittal of pertinent information with respect to school records (educational and health) of migratory children.

The principal instrument for interstate coordination is the Migrant Student Record Transfer System. The SEA is totally committed to full utilization of the system by recruiters, nurses, directors, teachers and SEA staff. Every effort will be made by the SEA to ensure that data is quickly transmitted from the LEA to the SEA and on to the SEA for MSRTS operations in the state will be to design the most efficient, cost-effective method of maintaining a continuous influx of data during peak program months (June-August). During those months, a full-time data entry clerk is utilized. Additionally, Montana fully participates in MENAES.

Further training by MSRTS personnel is planned for FY '93 in order to make sure that the SEA is able to make full benefit of MENAES with particular

emphasis on SAPNAS. In addition, all LEA recruiters will be required to request initial records at the time of recruitment so that teachers and nurses will have records available on day one of the summer program. The SEA assures that all appropriate information will be updated on the records at the school's closure in a timely fashion so that other states may utilize that information as it is needed. All necessary achievement data and desired outcome data will be entered into the MSRTS for each participant in the MEP as specified in recommendations put forth to NASDME by the Issues Committee and OME.

- b. The Montana SEA has cooperated with and continues to cooperate with several interstate programs for the betterment of migrant children who travel and are served here. Those include:
- (1) NASDME Issues Committee -- Chair
 - (2) NASDME Executive Board
 - (3) NASDME Evaluation Committee
 - (4) MDRP--Migrant Drop-out Retrieval Program (New York)
 - (5) Interstate PASS Committee for the Portable Assisted Study Sequence Program
 - (6) Secondary Credit Accrual Project
 - (7) The Migrant Education Program Improvement Center (California)--no longer funded, but communication is maintained
 - (8) The Interstate Migrant Secondary Team Project (California)--no longer funded, but communication is maintained
 - (9) The Texas Drop-out Prevention Program
 - (10) The Mini-PASS Program (Wisconsin)
 - (11) MEMO
 - (12) NAME
 - (13) Linkage Task Force
 - (14) Preschool Project (WSPCC)

The SEA has signed a letter of agreement with the Western Stream Program Coordination Center (PCC) to participate in technical assistance activities. The SEA migrant specialist is a member of the consultant bank for the Western, Central and Eastern PCCs. The SEA has participated in the Migrant Student Record Transfer System's Outstanding Educator Program in the past and plans on taking full advantage of the video training materials provided by MSRTS and all other MSRTS reports and services.

The SEA works closely with the Texas Interstate Migrant Office, the University of Texas Special Projects Office and the Region One Education Service Center in Texas. Every effort is made to provide educational continuity for the current migratory children who travel from Texas to Montana. To that end, materials and course work designed in Texas for Texas migratory children are used in Montana LEA summer programs. The 1991 summer program, through close communication and planning, was able to enroll over 50 secondary students in the Texas Skills Building

Program. These students begin work in credit-bearing courses while they are in Montana, and continue the course work when they migrate back to their home base in Texas. Montana secondary outreach teachers routinely call Texas LEA counselors in order to maintain the close communication necessary in secondary credit accrual. Materials prepared for elementary TAAS remediation (Teamwork Project) by Region XVI in Texas are utilized in all Montana LEA projects. (See also the Distance Learning Project described earlier.)

The SEA will, to the extent possible, participate in advisory committees, consortia or other relationships with interstate coordination efforts not identified at the time of this writing.

11. Parental Participation

- a. Not applicable.
- b. Not applicable.
- c. Parental Consultation

Because applications are approved before migrant parents are in the state, their consultation and input regarding the state application are impossible to obtain. However, at the LEA level, copies of the State Plan are available for parental review and comment at the annual local parent meeting. Their comments are solicited for planning of the next year's project. Local PACs are involved in the planning of the local projects through local PAC/community activities. During those activities, which include an open house at each site, each member has contributed their thoughts and views regarding the local program. Minutes of these proceedings are on file at each site. To the extent possible, the SEA takes all comments and suggestions made by the PACs as they refer to the LEAs into account when finalizing the State Plan.

Members of the local PACs make on-site visitations to review and evaluate the Migrant Education Program. Evaluation checklists are completed and compiled.

- d. Coordination with the Adult Education Act is provided by supplying information to parents who request information regarding Adult Education services. Those who request information regarding vocational training are referred to the Rural Employment Opportunities Adult Education Specialist with whom the SEA maintains close communication.

12. Fiscal and Administrative Requirements

Describe how the SEA will ensure that operating agencies will comply with the

requirements:

- a. That fiscal effort be maintained;
- (a) All LEAs who participate as a local site have met the ESEA Chapter 1 maintenance of effort requirement. A state computer report is on file at the SEA.
- b. That Chapter 1 migrant education funds not supplant state and/or local funds;
- (b) All Montana programs for migratory children are offered at a time when no other public schools are in operation. The summer program supplements the regular school year program funded with state and local funds.
- c. That state and local services provided for migratory children be comparable to those being provided non-migratory children.
- (c) As Montana's program is a summer program, we have no other program to be compared to; therefore, the comparability of services provision has been met.

13. Use of Funds

- a. Use of Chapter 1 Administrative Funds
- (a) The SEA will use Chapter 1 Administrative Funds to pay a portion of the state specialist's salary, administrative travel and miscellaneous administrative services. (See Part III, Budget Information.)
- b. Describe the unique Chapter 1 migrant program functions the SEA will carry out at the state level using Chapter 1 Migrant Education program funds.
- (b) Montana will use program funds for the following:
 - (1) Coordination of statewide identification and recruitment through surveys and on-site visits to LEAs;
 - (2) Coordination and implementation of interstate and intrastate activities;
 - (3) Coordination with other public and private agencies regarding local project-level activities;
 - (4) Coordination of MSRTS activities;
 - (5) Coordination and maintenance of LEA inventories;
 - (6) Coordination of LEA evaluation activities.
- c. Use of Chapter 1 Migrant Funds--SEA and LEA.
- (c) Each LEA subgrantee is monitored on an annual basis to assure

compliance with all fiscal requirements. Additionally, the expenditure of program funds by the SEA is audited at several levels. Financial control is maintained by an internal staff that oversees budgets, issues payment vouchers and keeps books for all Chapter 1 programs. All requests for Migrant Education funds are reviewed and signed by the State Director. All fiscal transactions are subject to internal auditing by SEA auditors and/or the Office of the Legislative Auditor.

SECTION B--PROGRAM PLAN--LOCAL PROJECTS

1. Describe the SEA's process for ensuring that local operating agencies' applications are approved only if they comply with the requirements of the applicable regulations and the provisions of the State Plan.

Prior to the preparation of LEA project applications, prospective subgrantees are informed of the requirements and features of the State Plan, with special emphasis on the unqualified obligation to provide appropriate services to all currently migratory children. Each LEA application will be thoroughly reviewed by SEA staff to ensure that it complies with all of the requirements of the Migrant Education Program and the provisions of the State Plan.

2. **Proper Use of Funds.** Describe the criteria the SEA will use to determine the amount of each subgrant so as to ensure that, in all programs and activities, the SEA, LEA or other local operating agencies offer:
 - a. Currently migratory children have priority for service.
 - b. Chapter 1 Migrant Education funds will be used to provide services to migratory children that are not available for those children from other sources.

The SEA will allocate to LEAs Migrant program funds based on an LEA application which provides the following information:

- 1) Number of migrant children to be served;
- 2) Needs of currently migrant children to be served;
- 3) Funds available for services to migrant children;
- 4) Costs of services necessary to educate and assist migrant children.

The SEA will on-site monitor each migrant LEA at least once per program year. In addition, each migrant site will be desk audited through financial records to ascertain if expenditures are within federal and state requirements.

It is important to remember that Montana operates a summer only program which serves 99.9 percent currently migratory children and that other state and local programs such as Title VII and Chapter 1 regular programs are not in operation at that time.

3. **Size, Scope and Quality.** Describe how the SEA will ensure that the size, scope and quality of funded local projects will be sufficient to give reasonable promise of substantial progress toward meeting the special educational needs of migratory children being served and that will strengthen the emphasis on achievement of basic skills and more advanced skills.

Each LEA must demonstrate in their application that:

- 1) Objectives are related to identified needs;
- 2) Objectives are measurable;
- 3) Resources are or will be available to meet the objectives;
- 4) Evaluation design is appropriate and adequate;
- 5) Expenditures will be limited to services for currently migratory children.

4. **Parental Involvement and Consultation with Teachers.** Describe the SEA's requirements and procedures to ensure that--

- a. A local parent advisory committee is established for each regular school year project, and the local operating agency plans and implements that project with the meaningful consultation and involvement of parents of the children to be served; and
- b. Each local project is designed and implemented in consultation with teachers, including early childhood education professionals, and librarians when appropriate.

Parents--The application instructions to prospective LEA subgrantees will state that each applicant shall be required to establish a voluntary parent advisory council. Parents will be requested to attend at least one meeting during the project period; minutes of the proceedings from these meetings shall be on file in each LEA and shall reflect that consultations with parents regarding the needs, objectives and activities of the LEA project have taken place. Because applications are approved before migrant parents are in the state, their consultation and input regarding the application are impossible to obtain. However, parents are shown copies of the approved application and their comments are solicited for planning the next year's project.

Teachers--The application instructions will also direct applicants to describe the process that was used for consulting the teachers of migratory children in the needs, objectives and activities incorporated in the proposed project.

5. **Coordination of Services and Instruction.** Describe the SEA's requirements and procedures to ensure that--

- a. Local operating agencies allocate time and resources for the frequent and regular coordination of services and curriculum of the Migrant Education Program with the services and instruction of the regular school program.

Not applicable

- b. Local operating agencies coordinate services for students participating in the Migrant Education Program, who are limited in English proficiency or handicapped, with other services being provided to address children's handicapping conditions or limited English proficiency in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the students' programs.

See Program Narrative, Section 9, #2, #3, and #4; Section II (d).

- c. To the extent possible, local operating agencies coordinate their parental involvement programs with programs under the Adult Education Act.

See Program Narrative, Section 9, #2, #3 and #4; Section II (d).

6. **Complaint Resolution.** Describe the procedures the SEA has established to meet the requirements for resolution of complaints.

Within 60 calendar days of receiving a complaint from an LEA regarding the regulatory requirements which govern the ESEA Chapter 1 Migrant program or any stated policy or procedures established by the SEA in its overall management of the Migrant Program, the SEA shall:

- (1) Carry out an investigation of the complaint in its entirety through:
 - (a) written, or
 - (b) telephone, or
 - (c) on-site interviewsof the complainant and any other party directly involved in the complaint.
- (2) Formulate a written resolution to the complaint within the 60-day time period established.

The LEA shall have the right to appeal the resolution decision within 30 days of having received it. In the event of an LEA appeal, the SEA shall:

- (a) Conduct a review of the appeal. This review will include, but not be limited to, the following steps:
 - (a) The establishment of an independent on-site investigation.
 - (b) A request in writing to the Secretary for a review of the SEA resolution which will include the request for a final USDE decision regarding the complaint.

Final decisions established by the Secretary will be communicated by the SEA to all parties involved in the complaint proceedings immediately upon receipt of such a USDE decision.

PART III
TABLES AND BUDGET

TABLE A (1)

CHILDREN EXPECTED TO RESIDE IN THE
STATE AND CHILDREN EXPECTED TO BE SERVED ^{a/}

AGRICULTURE

MIGRANT STATUS	AGE		GRADE LEVELS			TOTALS
	Below Age 3	3 Through 4	ELEMENTARY Grades <u>P5-K</u> to <u>8</u>	SECONDARY Grades <u>9</u> to <u>12</u>	UNGRADED	
1	2	3	4	5	6	7
INTERSTATE						
Reside	142	91	427	163	102	925
Serve	134	84	424	161	56	859
INTRASTATE						
Reside	6	4	5	3	26	44
Serve	2	-	5	3	--	10
SUBTOTALS						
Reside	148	95	432	166	128	969
Serve	136	84	429	164	56	869
FORMERLY						
Reside	6	4	15	3	32	60
Serve	2	1	15	3	1	22
TOTALS						
Reside	154	99	447	169	160	1,029
Serve	138	85	444	167	57	891

^{a/} "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (2)

CHILDREN EXPECTED TO RESIDE IN THE
STATE AND CHILDREN EXPECTED TO BE SERVED a/

N/A

FISHING

N/A

MIGRANT STATUS	AGE		GRADE LEVELS			TOTALS
	Below Age 3	3 Through 4	ELEMENTARY Grades ____ to ____	SECONDARY Grades ____ to ____	UNGRADED	
1	2	3	4	5	6	7
INTERSTATE Reside						
Serve						
INTRASTATE Reside						
Serve						
SUBTOTALS Reside						
Serve						
FORMERLY Reside						
Serve						
TOTALS Reside						
Serve						

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (3)

CHILDREN EXPECTED TO RESIDE AND
CHILDREN EXPECTED TO BE SERVED ^{a/}
IN THE STATE BY AGE GROUPS

REGULAR SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SCHOOL YEAR					TOTALS
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21	
1	2	3	4	5	6	7
INTERSTATE						
Reside	16	10	51	44	12	133
Serve	-	-	-	-	-	-
INTRASTATE						
Reside	4	4	12	4	3	27
Serve	-	-	-	-	-	-
SUBTOTALS						
Reside	20	14	63	48	15	160
Serve						
FORMERLY						
Reside	4	3	14	10	3	34
Serve	-	-	-	-	-	-
TOTALS						
Reside	24	17	77	58	18	194
Serve						

^{a/} "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE A (4)

CHILDREN EXPECTED TO RESIDE AND
CHILDREN EXPECTED TO BE SERVED ^{a/}
IN THE STATE BY AGE GROUPS

SUMMER SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SUMMER TERM					TOTALS	Over 21
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21		
1	2	3	4	5	6	7	
INTERSTATE							
Reside	134	84	333	236	74	862	1
Serve	134	84	333	236	74	862	1
INTRASTATE							
Reside	2	--	2	4	2	10	
Serve	2	--	2	4	2	10	
SUBTOTALS							
Reside	136	84	335	240	76	872	1
Serve	136	84	335	240	76	872	1
FORMERLY							
Reside	2	1	14	3	3	23	
Serve	2	1	13	3	3	22	
TOTALS							
Reside	138	85	349	243	79	895	1
Serve	138	85	348	243	79	894	1

^{a/} "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE B
STATE EDUCATIONAL AGENCY BUDGET SUMMARY ^{a/}

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS	
	Chapter 1 Administrative Funds ^{b/}	Chapter 1 Migrant Education Program Funds ^{c/}
1	2	3
1. SEA ACTIVITIES		
a. Personnel	\$ 41,765	\$ 10,568
b. Fringe Benefits	\$ 9,627	\$ 2,432
c. Travel	\$ 1,000	\$ 6,700
d. Equipment	-0-	-0-
e. Supplies	\$ 1,500	\$ 1,500
f. Contractual	-0-	\$ 5,800
g. Construction	-0-	-0-
h. Other	-0-	\$ 3,000
i. Total Direct Charges (a - h)	\$ 53,892	\$ 30,000
j. Indirect Charges	-0-	-0-
k. Total (i + j)	\$ 53,892	\$ 30,000
2. LEA ACTIVITIES	XXXXXXXXXXXXXXXXXXXX	\$ 313,021
3. TOTAL BUDGET (Sum k + 2) ^{a/}	XXXXXXXXXXXXXXXXXXXX	\$ 343,021

^{a/} Include in this table:

1. The allocation of funds for the next program year: \$293,021
2. The estimated carryover of funds from the current program year: \$ 50,000
3. Total budget: \$343,021

^{b/} Chapter 1 Administrative funds assigned specifically for the Administration of the Migrant Education program.

^{c/} Column 3 should include the allocation of funds for the next program year and the estimated carryover of funds from the current program year.

TABLE B-BUDGET NARRATIVE
CHAPTER 1 MIGRANT FUNDS

1a. Personnel:

Migrant Program Director (Angela Branz-Spall--.35 FTE Chapter 1 Migrant)	\$ 10,568	\$ 10,568
TOTAL 1a Personnel		

1b. Fringe Benefits:

Migrant Program Director (Angela Branz-Spall)	\$ 2,432	\$ 2,432
TOTAL 1b Fringe Benefits		

1c. Travel (in-state):

Migrant Program Director (Angela Branz-Spall)	\$ 1,000	
Migrant Terminal Operator/Secretary (Pat Wade)	\$ 200	
TOTAL in-state		\$ 1,200

Travel (out-of-state):

Migrant Program Director (Angela Branz-Spall)	\$ 4,000	
Migrant Terminal Operator/Secretary (Pat Wade)	\$ 1,500	
TOTAL out-of-State		\$ 5,500
TOTAL 1c Travel		\$ 6,700

1d. Equipment:

No equipment will be purchased with Migrant program funds at the SEA level.

1e. Supplies:

MSRTS Materials/Instructional Materials	\$ 1,500	\$ 1,500
TOTAL 1e Supplies		

1f.	<u>Contractual:</u>		
		<p>These funds are budgeted for an identification and recruitment contract with Rural Employment Opportunities. Rural Employment Opportunities conduct a statewide effort to identify all migratory children in Montana. Special effort will be placed upon the intrastate migrant population.</p>	
	TOTAL 1f Contractual		\$ 5,800
1g.	<u>Construction:</u>		
	No construction is planned.		
1h.	<u>Other:</u>		
	<p>These funds are budgeted for phone costs, project directors meeting and travel costs prior to the project approval.</p>		
	TOTAL 1h Other		\$ 3,000
1i.	Total Direct Charges	\$30,000	
1j.	Indirect Cost	\$ -0-	
1k.	<u>TOTAL BUDGET</u>		\$ 30,000

TABLE C

SEA STAFF POSITIONS AND FUNDING SOURCE

Position	Migrant Program Funds		Chapter 1 Administrative Funds		Total Percent Time in the MEP ^{a/}
	Salary & Benefits	Percent Time	Salary	Percent Time	
1	2	3	4	5	6
Chapter 1 Director	-0-	-0-	\$ 3,944	10%	10%
Chapter 1 Migrant Dir.-Angela Branz-Spall	\$12,997	35%	\$ 5,571	15%	50%
Chapter 1 Specialists					
BJ Granbery	-0-	-0-	\$ 3,620	10%	10%
John Ericksen	-0-	-0-	\$ 4,089	10%	10%
Nancy O'Hara	-0-	-0-	\$ 3,620	10%	10%
Joan Morris	-0-	-0-	\$ 3,563	10%	10%
Chapter 1 Secretary					
Gwen Smith	-0-	-0-	\$ 2,793	10%	10%
Chapter 1 Fiscal					
Violet Kelley	-0-	-0-	\$ 3,208	10%	10%
Terminal Operator/ Migrant Secretary					
Pat Wade	-0-	-0-	\$ 20,984	80%	80%
TOTALS		XXXXXXXXXX XXXXXXXXXX		XXXXXXXXXX XXXXXXXXXX	XXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXX

^{a/} The percentage of time reported in Column 3 plus the percentage of time reported in Column 5 must equal the percentage of time reported Column 6.

TABLE C-SEA STAFF POSITIONS

Budget Narrative

Director

Provide overall administration for the State Migrant Program. This position oversees and performs such duties as State Plan approval, LEA approvals, monitoring, evaluation, supervision of identification and recruitment, curriculum, instruction, MSRTS activities and Migrant support staff. The portion of this salary paid by Chapter 1 administration funds is for activities such as project approval and monitoring.

Chapter 1 Specialist

These positions devote 10 percent of their time to providing services in the following areas: program improvement, curriculum, fiscal and evaluation.

Terminal Operator/Secretary

This position operates the MSRTS terminal for the Migrant program. In addition, the position is responsible for all secretarial duties associated with the Migrant program.

Fiscal

This position is responsible for all fiscal reports and accounting records for the SEA and is the person who receives all fiscal reports from the LEAs.

Secretary

This position is responsible for all secretarial duties associated with the regular Chapter 1 program.

PART IV
ASSURANCES

PART IV - ASSURANCES AND CERTIFICATIONS

Assurances - Non-Construction Programs SF-424B

Certifications Regarding Lobbying; Debarment, Suspension and
Other Responsibility Matters; and Drug-Free Workplace
Requirements ED 80-0013

Certification Regarding Debarment, Suspension, Ineligibility
and Voluntary Exclusion -- Lower Tier Covered Transactions
ED 80-0014

Disclosure of Lobbying Activities SF-LLL

Disclosure of Lobbying Activities Continuation Sheet
SF-LLL-A

OMB Approval No. 0348-0040

ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age;
- (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

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Prescribed by OMB Circular A-102

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10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11923; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Nancy Keenan</i>	TITLE Superintendent of Public Instruction	
APPLICANT ORGANIZATION Office of Public Instruction		DATE SUBMITTED May 7, 1992

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for primary participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Office of Public Instruction	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Nancy Keenan, State Superintendent	
SIGNATURE	DATE
Nancy Keenan	May 7, 1992

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Office of Public Instruction	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Nancy Keenan, State Superintendent	
SIGNATURE	DATE
Nancy Keenan	May 7, 1992

Approved by OMB
0346-0046

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF-LLL-A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not a SF-LLL-A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET

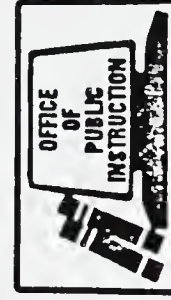
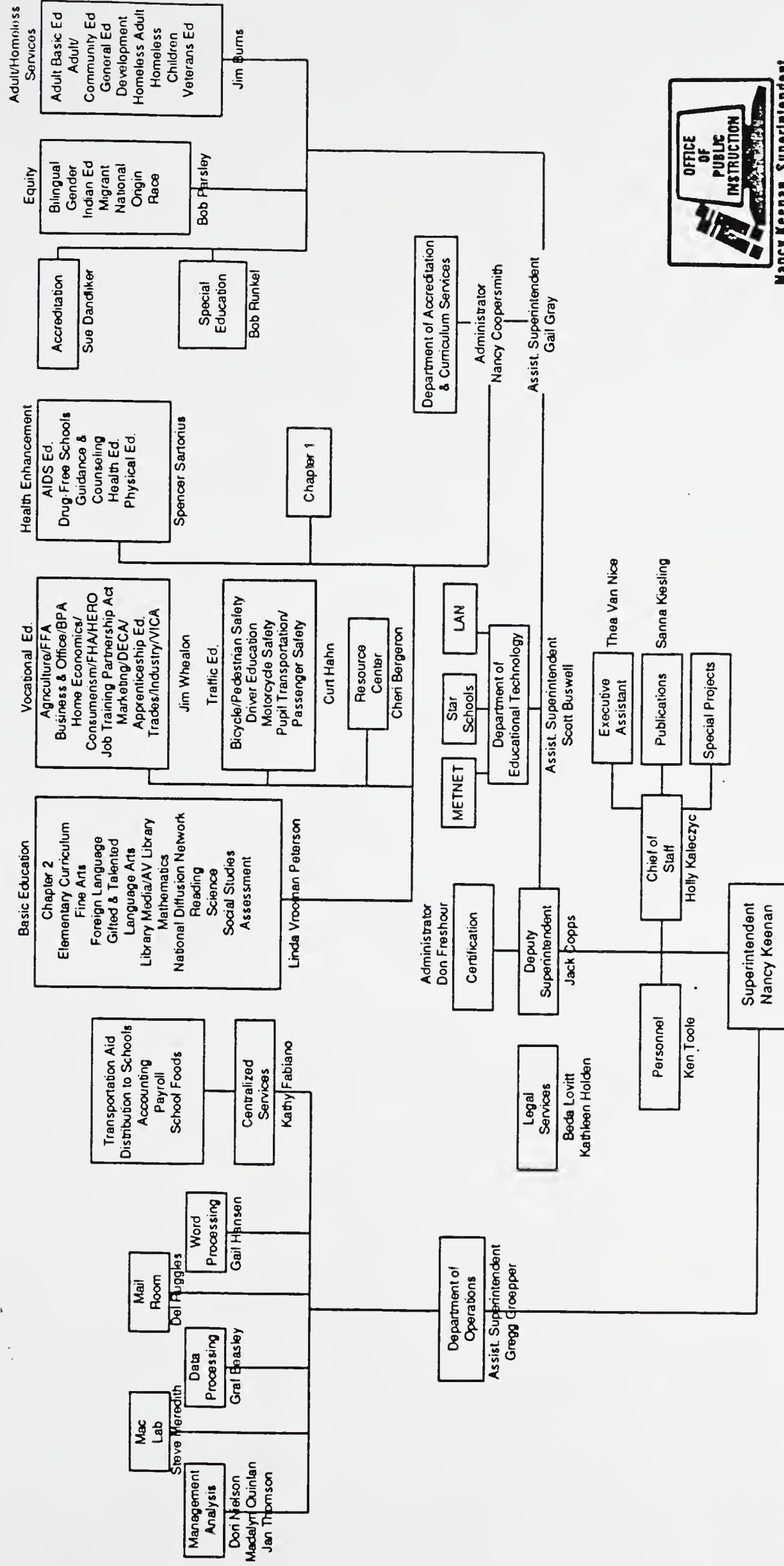
Approved by OALB
0348-0046

Reporting Entity: _____ Page _____ of _____

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Standard Form - 111-A

January 1992

Montana Office of Public Instruction Organizational Chart



Nancy Keenan, Superintendent
State Capitol
Helena, Montana 59620

